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discussion without either repression or disorder, calls for some carefully devised form of control. On the other hand, a cut and dried mode of procedure will assuredly rob this method of most of its peculiar advantages. The author distinguishes three stages or levels of organization, any one of which may be regarded as permissible: "First, the co-operative group in which each participates as he will, little or no conscious division of labor or choice of leaders or servants being noticeable; second, the group organized in imitation of some institution found in the world outside the school; third, the formation of a type of co-operation society designed to meet the needs of the occasion, without conscious imitation of any form of organization in school or out" (p. 29). Each type is discussed in turn, but the superior advantages of the last named are emphasized. The possibilities in the creation of such class officers as summarizer, critic, and recorder are also pointed out.

By way of illustration the reader is given the stenographic reports of two complete recitations of the socialized type. The first is that of an eleventh-grade class in American history, the second a sixth-grade class in geography. The teacher in the former instance appears as little more than presiding officer, but in the latter case, as might be expected with younger pupils, takes a somewhat more active lead.

While the discussion of specific methods might well have been amplified, the book is on the whole a stimulating, sympathetic, and yet fair-minded presentation of a subject and its problems which should be familiar to every teacher in the grammar- or high-school years.

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*Practical arithmetic for girls.*—On the theory that the instruction which girls receive in mathematics in the junior and senior high schools does not train them in the solution of problems arising in connection with home life, the authors of a new text<sup>1</sup> in arithmetic have based the content of this course on the subject-matter of home economics.

The beginning chapter of the book relates to the principles of budget-making. Such topics as annual income, budget divisions, economy in purchasing, household and personal accounts, are first defined and explained in brief, simple statements, then illustrated by a series of practical exercises. A section of the text is also devoted to each of the five commonly accepted divisions of the family budget, viz., food, shelter, clothing, operation, and higher life. The method of treatment of each section follows the same general plan as that of the chapter on budget-making, the exercises being based upon practical activities of home life. For example, the section dealing with the problems of shelter includes these topics: the cost of shelter, taxes, fire insurance, expense of owning a home, drawings for repair work, repairs, painting, flooring, and papering. The illustrative exercises are all of a practical sort,

<sup>1</sup> KATHERINE F. BALL and MIRIAM E. WEST, *Household Arithmetic*. Philadelphia: J. B. Lippincott Co., 1920. Pp. 271.

being chosen, according to the statement of the authors, in accordance with the following criteria:

a) The subject-matter of the problem should be within the actual or potential experience of the girls.

b) The problems should be of relatively frequent occurrence in everyday life, of relatively permanent significance, and of relatively wide or general application.

c) The arithmetical solution should be also the practical solution.

d) The technicalities or complexities of the subject-matter should not be so great or so difficult as to obscure the arithmetical principles involved.

The several sections of the book are quite independent of each other and may be taken up in the course of instruction in any order desired.

## CURRENT PUBLICATIONS RECEIVED

### GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

BALDWIN, BIRD T. *Studies in Experimental Education*. Baltimore: Johns Hopkins Press, 1920. Pp. xii+75. \$0.80.

BAMESBERGER, VELDA C. *Standard Requirements for Memorizing Literary Material*. Urbana, Illinois: University of Illinois, 1920. Pp. 93. \$0.50.

GLASS, F. J. *Drawing Design and Craft-Work*. New York: E. P. Dutton & Co., 1920. Pp. vi+215.

HOLLEY, CHARLES E. *Mental Tests for School Use*. Urbana, Illinois: University of Illinois, 1920. Pp. 91. \$0.50.

HUDELSON, EARL. *Hudelson English Composition Scale*. Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. 45. \$0.60.

MILLER, EDWARD ALANSON. *The History of Educational Legislation in Ohio from 1803 to 1856*. "Supplementary Educational Monographs," Vol. III, No. 2. Pp. xi+248. Chicago: Department of Education, University of Chicago, 1920. \$2.00.

OWEN, GRACE. *Nursery School Education*. New York: E. P. Dutton & Co., 1920. Pp. 176.

*Report of the Special Commission on Teachers' Salaries*. Boston: The Commonwealth of Massachusetts, 1920. Pp. 159.

ROW, ERNEST F. *Hints on School Discipline*. New York: Oxford University Press, American Branch, 1920. Pp. 59.

TREVELYAN, JANET PENROSE. *Evening Play Centres for Children*. New York: E. P. Dutton & Co., 1920. Pp. xii+183.

WILSON, G. M., and HOKE, KREMER J. *How to Measure*. New York: Macmillan Co., 1920. Pp. vii+285.

### BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

CARVER, THOMAS NIXON. *Elementary Economics*. Boston: Ginn & Co., 1920. Pp. viii+400. \$1.72.